



Heffley Creek School

Annual School Learning Plan

2026-2027



Revised September 4, 2026

Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through the [Aboriginal Education Enhancement Agreement](#) and the Local Education Agreement between [Tk'emlúps te Secwépemc](#) and School District #73

CONTEXT

Heffley Creek Elementary is a small, rural school with 25 students from Kindergarten to Grade 3 who live in the community and surrounding area. Our school has two classroom teachers, one Certified Educational Assistant, a daytime custodian and a secretary that is shared between Sun Peaks & Heffley Creek. The Learning Assistance Resource Teacher (LART) from Rayleigh Elementary also supports the students and staff at Heffley Creek Elementary.

The Principal is responsible for both Rayleigh Elementary and Heffley Creek Elementary and usually spends one morning a week at Heffley Creek.

- 25 students, 2 divisions, 2 teachers, 1 Certified Educational Assistant
- 4 students identify as Indigenous
- 2 students working with a Competency-Based Inclusive Education Plan
- Our students ride the bus to Rayleigh for Grades 4-7

Heffley Creek School is the heart of our community. The students are deeply connected to one another, rooted in their active lifestyles and love of the outdoors. The playground is the hub of the community where everyone meets after school and on weekends. The students at Heffley are free spirits with vivid imaginations and know how to play hard.

Many students ride the school bus from Whitecroft, Knouff Lake, Vinsula and the areas in between while others live within the Heffley Creek Community.

Heffley Creek Elementary is a close-knit community-focused school and some of the children have parents and siblings who also attended the school. Heffley Creek has close ties to Rayleigh Elementary as students transition to Rayleigh for Grades 4-7 and many have siblings that attend there.

Community Engagement:

Heffley has a small, but mighty, Parent Advisory Council (PAC) who have been able to find a variety of grants and donations to support the school. In addition, the PAC supports the school by providing a hot lunch program and community building activities. A local musical group called, Speedy Creek, are regular visitors to the school and add to our Arts Program.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: On-going collective teacher efficacy to improve student achievement in Literacy is evident in our classrooms and in our outcomes, however we continue to have room for growth in Literacy as a goal moving forward. As we have such a small school, data sets cannot be shared without identifying individual students. The Primary Reading Assessment completed in June 2026 indicated that 33% of our Grade 1 students were Proficient or Extending, 82% of students in Grade 2 were Proficient or Extending and 80% of our Grade 3 students were Proficient or Extending.

SCHOOL GOAL:

Literacy: Each learner will demonstrate a year's worth of growth in Literacy.

AREAS TO CELEBRATE:

- Our Grades 2 & 3 cohorts are excelling in reading
- We are seeing an increase in the number of students who are Proficient overall in Language Arts

AREAS TO GROW:

- Our Grade 1 cohort has a couple of students who are not reading at grade level. Although we are seeing progress in Literacy skills acquisition, we still have too many of our students who are Developing or Emerging in Reading
- Student attendance has been a concern, and this can lead to students missing a significant amount of classroom instruction.

OBJECTIVE:

- All students will improve their ability to decode words and read fluently with more than 75% as Proficient or Extending readers (measured through Spring PRA).

SCHOOL STRATEGIES:

In order to achieve our Literacy Goal, we will utilize the following:

Objective Strategies & Assessment Tools:

- Heggerty Phonemic Awareness - daily explicit and systematic phonological and phonemic awareness instruction
- UFLI Program used for Grade 2-3 students
- Companion Phonics
- Words Their Way
- Small Group Reading Instruction
- Come Read With Me ongoing tutoring program
- Regular formative assessment used to guide instruction
- PRA Assessments in the Fall, Winter & Spring
- Home Reading practice

To maintain and improve Indigenous student learning, we will:

- Have ongoing Professional Development for staff pertaining to the Aboriginal Education Enhancement Agreement and the First Peoples Principles of Learning
 - Regular classroom use of literature written by Indigenous authors
- Regularly engage with the Indigenous Family Counselor to ensure that Indigenous students and families are receiving support as requested.
- Indigenous Outreach Workers will be engaged to support students and families as requested.

To maintain and improve Inclusive Education Student learning, we will:

- Regularly review student referrals for Inclusive Education services and what we are doing to support these students.
- Regularly review the specific subpopulations who are needing targeted strategies and identify strategies by working with our school and district support teams.
- Pull out and push in reading groups to target lagging learning needs with a CEA or LART.

Professional Development Strategies:

- Implement strategies and Principles of Learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.

- Utilize District Literacy Coordinators to continually improve teaching practice through mentorship opportunities and team teaching with Coordinators.
- Use of collaboration times for Heffley Creek Teachers with Rayleigh Teachers to examine practice and learn from one another.
- Financial alignment of resources to ensure that our resources meet our students' needs.

To improve in Grade-to-Grade transitions and transitions to Rayleigh Elementary for Grade 4, we will:

- Work with our Inclusive Education team to ensure that diverse learners are assessed and supported
- Small group intensive Literacy support with an intervention focus using Heggerty with our Kindergartens, UFLI and Phonic Companion with our Grade 1, 2, and 3 students.
- Field trips to Rayleigh Elementary for school photos, Arts Performances and Grade 4 orientation in June for students who are transitioning to Rayleigh.

Evidence and Next Steps

Information on the 2026/2027 School Learning Plan goals will be shared in the September 2026 newsletter and will be revisited throughout the school year.

The Parent Advisory Committee will review the School Learning Plan goals in the first PAC Meeting in September 2026. The PAC will be consulted on the goals and strategies with opportunity being provided for input.

Staff Meeting times will be used to review strategies and time will be provided for collaboration around Literacy ideas. These staff meetings and collaboration times will include reflecting on SLP Objectives to bring more clarity and focus for all. We will work together to brainstorm a working list of strategies & resources that can be used to achieve these objectives.

District Literacy Coordinators will be brought in during staff meetings and collaboration times to introduce new strategies and provide support and mentorship opportunities.

When Professional Development opportunities for staff are available, Literacy opportunities will be emphasized and encouraged.

The Come Read With Me program will be offered to all Grade 1 families in an effort to resource families with tools and strategies to support early literacy at home. Ongoing Come Read With Me mentoring will be provided to students needing additional support.

At least three school newsletters will highlight a Literacy topic in an attempt to engage families.

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS: Developing a strong sense of belonging has been an ongoing focus for our school over the past two years. We identified that although our students predominantly share positive responses around feeling a sense of belonging and connectedness, we have observed students who are struggling to connect. We created a school-based SEL survey (Hawks Survey) that we are planning to use three times a year to check in with Gr 2 & 3 students. We completed an initial trial of the Hawks Survey in May 2026 to create a baseline for our data in this area. Our SEL work around emotional wellbeing and emotional intelligence will guide our interventions.

May 2026 Hawks Survey Results

Survey Questions	Student Responses
How many adults at our school can you name that care about you?	100% of students can name at least 2 adults at the school that care about them.
Do you feel like you belong (feel included, accepted & connected) at our school?	40% of students shared that they feel like they belong All or Most of the time
When you have big feelings and are upset, how often are you able to use tools (Open Parachute, Mood Meters, Breathing strategies, etc.) that you have been taught to manage them and calm yourself?	46% of students are able to use taught strategies All or Most of the time

SCHOOL GOAL:

Students at Heffley Creek Elementary will feel a strong sense of belonging.

AREAS TO CELEBRATE:

- All students reported having at least 2 or more adults who care about them.
- Families reported that their children felt a part of the Heffley Creek school community.

AREAS TO GROW:

- Although students have adults who care about them, they are not consistently feeling like they belong at Heffley Creek.
- Staff and families have noted challenges related to the Grade 4 transition between Heffley Creek and Rayleigh. These challenges often involve trying to build new friendships and adapting to the larger school environment.

OBJECTIVE:

Staff will teach specific SEL skills and guide students to create connections within the school community.

SCHOOL STRATEGIES:

In order to achieve our Wellbeing Goal, we will utilize the following:

- The adults in our buildings are the heart of our school. We will focus on meeting students at the door, interacting with all students and using common language to strengthen SEL skills.
- There is alignment between the approaches we are using at Heffley Creek and the ones used at Rayleigh to support students in the Gr 4 transition to Rayleigh.
- Using Mood Meters, RULER, Zones of Regulation, and other Social-Emotional programs and initiatives to teach strategies to identify and regulate feelings, emotions and build a sense of community connectedness.
- School-wide use of the SEL resource, Open Parachute (also used at Rayleigh)
- Articles in school newsletters that alternate between an SEL and Literacy focus
- Whole class activities (Day of Suwewtwewcw, Terry Fox run, Halloween fun, Christmas concert, National Indigenous Peoples Day Celebrations, end of the year assembly, etc.)
- Working together with our PAC to host community activities such as school movie nights and other celebrations
- Heffley Creek students attend a variety of functions at Rayleigh throughout the school year in order to lessen the stress of being in a larger school environment. This includes Arts Presentations and Student School Photos.

To improve Indigenous student learning:

- Playing of the welcome song at the opening of all events and assemblies
- Ongoing school-wide recognition and engagement during significant dates in the school calendar

Professional Development Strategies:

- Seek opportunities for staff to learn more about trauma-informed practice, FASD, and other important areas that impact student learning, behaviour and development
- Share Rayleigh SEL Committee discussions, strategies and projects at combined staff meetings
- School-focused professional development opportunities on Pro-D days

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When Professional Development opportunities for staff are available, SEL opportunities will be emphasized and encouraged.

At least three school newsletters will highlight SEL topics in an attempt to engage families.

Mood Meters will be present in all classrooms and staff will find ways to engage students in the use of this tool.

Arts Performances that align with students creating connections with each other and SEL skills will be chosen to provide unifying experiences and learning for the entire school. These performances happen at Rayleigh Elementary and Heffley students are bused there to take them in.

STREET DATA STRATEGY:

Our Equity-Centred Inquiry Question:

- How is the culture of our school experienced by students who struggle to make friends?

The cohort of learners (at the margins) that our staff are prioritizing:

- We noticed that students who display signs of neurodiversity, especially in more subtle ways and as they get into Grades 2 & 3, struggle to develop friendships with peers.

Actions taken by our staff to understand these learners' school experience:

- Using data from our Hawks survey, we identified the students who are telling us they feel socially disconnected. In staff meetings, we analyzed the results and brainstormed ideas on how to address the concerns that were raised in the survey responses.

We have used this information to create positive change by:

Classrooms	School-Wide
Helping students to connect outside of the classroom by having an optional family connections list (built with family consent) that is sent home to families at the beginning of the school year so students can connect outside of school.	Provide outdoor equipment for recess and lunch to help students engage with each other that is both active (soccer balls, etc.) and passive (chalk, etc.).
Use creativity in how students are being mixed. Seating plans, partner changes, watching for student connections in subtle ways.	Ongoing engagement with Mood Meters and Open Parachute Program throughout the school.
Holding class meetings and intentional SEL lessons to teach how to initiate, respond and resolve conflicts in friendships. Open Parachute program taught throughout the school.	Visits to Rayleigh Elementary to help in making that space feel more familiar and welcoming for the Grade 4 transition.
Making time for Buddy class activities, field trips, afternoon activities together, etc.	

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.